

1.0 introduction: policy roles, authority, and policy context

1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. *Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
 2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
 3. *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
 4. *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
 - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

1.2 Statutory Requirements and Ongoing SBE Work

STATUTORILY REQUIRED RESPONSIBILITIES. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- **Development of a More Comprehensive Accountability Framework:** SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- **Revised High School Graduation Requirements:** SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- **Administrative Responsibilities:** SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

SPECIAL LEGISLATIVE ASSIGNMENTS. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

PARTICIPATION ON OTHER BOARDS AND WORK GROUPS. SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

1.3 SBE Has Many Stakeholders

DEFINING SBE'S STAKEHOLDERS. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

COORDINATING WITH OTHER STATE AGENCIES. SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

1.4 The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

1.5 -The Current State of Washington's K-12 Education Performance

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

| Notable Successes | And Major Challenges |
|--|--|
| <ul style="list-style-type: none"> Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam Washington students consistently score above national averages on the ACT For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 | <ul style="list-style-type: none"> Our state's incoming kindergarteners are often underprepared for success in five major domains There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures Graduation and dropout rates have not improved over the past six years Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006 |

2.0 Vision, Mission, and Summary of Goals

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

GOAL 1: Advocate for Effective and Accountable P-13 Governance in Public Education.

GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap.

- GOAL 3: Provide Policy Leadership to Strengthen Students' Transition within the P-13 System**
- GOAL 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**

3.0 Goals and action strategies

Goal 1: Advocate for Effective and Accountable P-13 Governance in Public Education.

A. Review and research educational governance reform models in Washington and Nationally

1. Define the issues around governance
 - Create a synopsis of literature on governance reform
 - Provide systems map to demonstrate the current Washington's K-12 governance structure
 - Examine other governance models for system reorganization and reform
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
3. Create an education governance communications plan.

TIMELINE: 2011-14

PRODUCTS/RESULTS:

- Produce a literature review on education governance
- Create a systems map of the current education governance/government framework
- Develop three state case studies review models of education governance
- Complete an education governance communications plan

B. Establish performance improvement goals for the P-13 system

1. Identify no more than five P-13 leading system indicators
2. Develop a stakeholder engagement strategy to receive input on the leading system and foundation indicators established by the Board
3. Use State Board meetings as a venue to explore best practice models aligned with achievement on the leading system indicators.
4. Prioritize a future legislative agenda around the performance improvement goals

TIMELINE: 2012-2018

PRODUCTS/RESULTS:

- No more than five P-13 leading system indicators identified
- Development of website to facilitate indicator analysis and discussion
- Legislative agenda based on the performance improvement completed

C. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions

5. Examine policy issues related to the oversight of online learning for high school credits
6. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria
7. Examine options for moving to an outcomes-based model of basic education that does not rely on seat time for compliance and funding.

8. TIMELINE: 2011-2012

PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
- Develop a legislative agenda around the relationship between alternative learning (including online programs), high school graduation, and Basic Education Act compliance

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners

1. Develop performance improvement goals relating the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess prospects for ESEA waiver opportunity through the federal Department of Education, to utilize accountability measures the incorporate 'peer comparison' tools.
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE
7. Reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable.

TIMELINE: 2012-14

PRODUCTS/RESULTS:

- Use the Achievement Index to recognize schools that are closing the achievement gap
- Adopt Required Action (RA) rules
- Designate RA districts, approve RA plans, and monitor school progress in 2010-2011
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2013
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
- Create district and state level data on SBE Accountability Index
- Pursue flexibility waiver through the Federal Department of Education to use of the SBE Accountability Index for both recognition and accountability.

Goal 3: Provide Policy Leadership to Strengthen Students' Transitions within the P-13 System

A. Advocate for high quality early learning experiences for all children

1. Advocate to the legislature for state funding of all-day Kindergarten and reduced class sizes as directed in HB 2776
2. Promote early prevention and intervention for pre-K through 3rd grade students at risk for academic difficulties

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- SBE will support legislation that increases access to high quality early learning experiences

B. Provide leadership for graduation requirements that prepare students for post-secondary education, the 21st century world of work, and citizenship

1. Revise the Core 24 graduation requirements framework based on input received
2. Create a phased-in plan for the implementation of Washington career and college-ready graduation requirements
3. Monitor and report the legislature's progress toward full implementation of the career and college-ready graduation requirements framework, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
4. Advocate for implementation of school reforms outlined in HB 2261 and HB 2776
5. Examine multiple student pathways available in the career and college-ready graduation requirements
6. Complete analysis of career and college reading graduation requirements implementation issues for smaller districts.

TIMELINE: 2011-2018

PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12
- Prepare case studies of districts that have successfully implemented rigorous graduation requirements
- Provide presentations to the Board pertaining to districts' work on developing multiple pathways for students

- Disseminate case studies of districts that have adopted world language competency credit policies and procedures through the SBE newsletter

C. Identify and advocate for strategies to increase post-secondary attainment

1. Identify indicators of P-13 system seamlessness in order to increase postsecondary attainment
2. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
3. Convene stakeholders to review the Common Core Standards assessments

TIMELINE: 2011-2014

PRODUCTS/RESULTS:

- Conduct ongoing analysis of middle and high school students' course-taking patterns
- Develop middle school policy recommendations to SBE via advisory group
- Development of P-13 leading system indicators to evaluate seamlessness in signification transition points

Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

A. Provide system oversight for math and science achievement

1. Research and communicate effective policy and evidenced-based practices in Washington and other states, resulting in improved math and science achievement.
2. Establish performance improvement goals in science and mathematics on the state assessments

TIMELINE: 2010-2012

PRODUCTS/RESULTS:

- Adopt performance goals and a timetable for improving achievement in math and science assessments
- Examine state strategies for improving math and science achievement

B. Strengthen science high school graduation requirements

1. Increase high school science graduation requirements from two to three science credits
2. Work with the HECB in requiring three science credits for four-year college admissions requirements
3. Consult with OSPI on the development of state science end-of-course assessments

TIMELINE: 2010-15

PRODUCTS/RESULTS:

- Request funding for implementation of science graduation requirements by 2013-15 biennium
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

A. In collaboration with the Professional Educator Standards Board, review state and local efforts to improve quality teaching and educational leadership for all students

1. Provide a forum for reporting on teacher and principal evaluation pilot programs
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

TIMELINE: 2010-18

PRODUCTS/RESULTS:

- Hold joint board meetings with the PESB to discuss and recommend policies designed to strengthen the teacher and leader work force
- Advocate for the discontinuation of 180 day waivers by 2015 (contingent on state funding)
- Discuss methods to measure the quality of Washington's teacher and educational leader workforce relative other states'.

B. In collaboration with the Professional Educator Standards Board, promote policies and incentives for teacher and leader quality.

1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds
 - Effective new teacher induction systems

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance

4.0 SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

| Goal | Objective | Level of Effort | |
|--------|--|-----------------|-----------|
| | | 9/10-9/11 | 9/11-9/12 |
| GOAL 1 | A. Catalyze educational governance reform in Washington | *** | ** |
| | B. Use the State Education Plan to foster stronger relationships among education agencies | ** | ** |
| GOAL 2 | A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners | *** | *** |
| | B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum | * | * |
| GOAL 3 | A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship | *** | *** |
| | B. Create a statewide advocacy strategy to increase post-secondary attainment | ** | ** |
| | C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success | *** | ** |
| | D. Assist in oversight of online learning programs and Washington State diploma-granting institutions | ** | *** |
| GOAL 4 | A. Provide system oversight for math and science achievement | *** | ** |
| | B. Strengthen science high school graduation requirements | * | * |
| GOAL 5 | A. Review state and local efforts to improve quality teaching and educational leadership for all students | * | * |
| | B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching. | * | * |

* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

** = medium (part time staff analysis)

*** = substantial (almost full time one staff work)

5.0 SBE Strategic Plan Alignment

5.1 Alignment with the Washington State Education Plan

The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

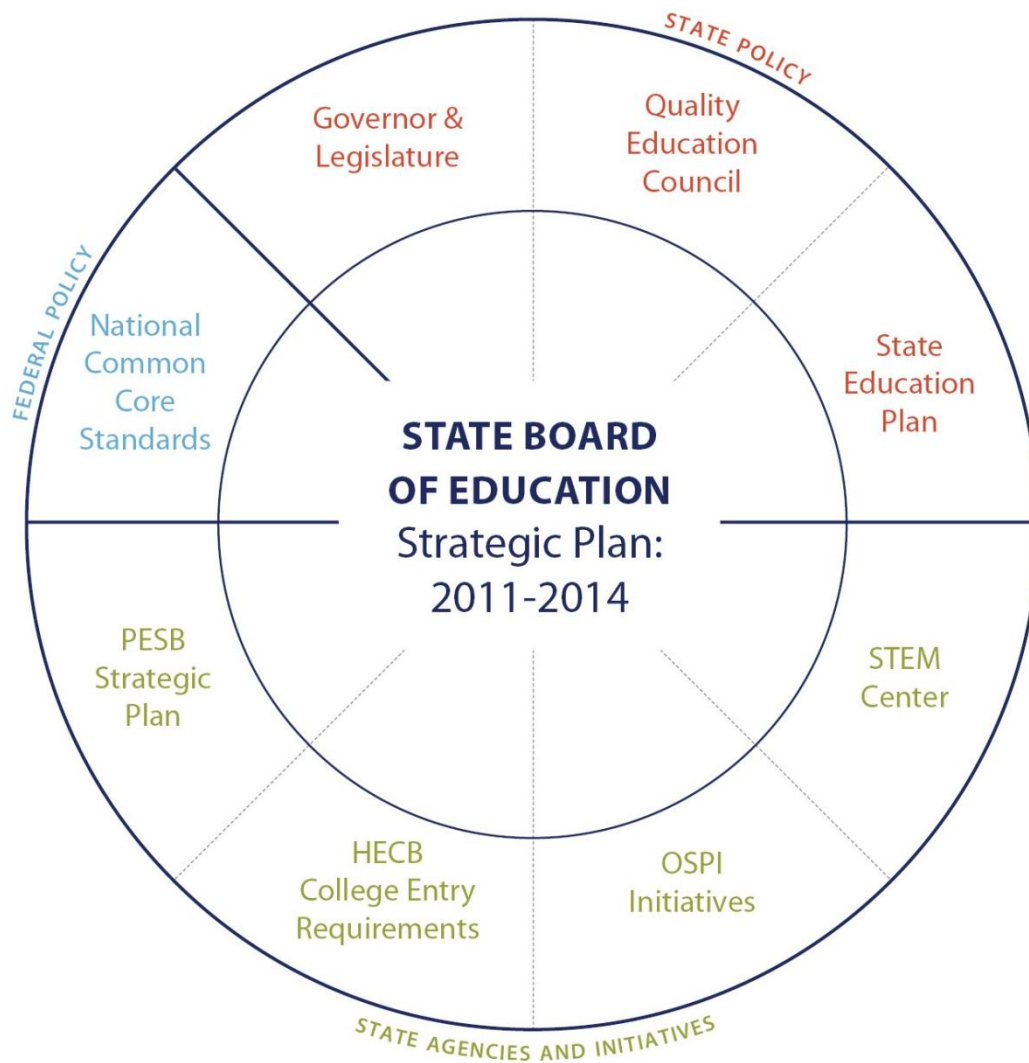
SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

Goal Alignment and Cross-Walk

| State Education Plan Goals | Alignment of SBE Strategic Plan Goals and Objectives |
|---|--|
| 1. Enter kindergarten prepared for success | GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum |
| 2. Be competitive in math and science nationally and internationally | GOAL 4. Objective A. Provide system oversight for math and science achievement GOAL 4. Objective B. Strengthen science high school graduation requirements. |
| 3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps | GOAL 2. Objective A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students |
| 4. Graduate able to succeed in college, training, and careers | GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment GOAL 3. Objective C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success |

5.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

Strategic Roles Framework

SBE Roles Definitions

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON

| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|--|-------------------------------------|------------------|-------------------------------------|
| A. Catalyze educational governance reform in Washington | | | |
| <ul style="list-style-type: none"> Define the issues around governance | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Support process identified to examine and make governance recommendations | <input checked="" type="checkbox"/> | | |
| B. Use the State Education Plan to foster stronger relationships among education agencies | | | |
| <ul style="list-style-type: none"> Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Share the Education Plan and solicit input from education stakeholders | | | |
| <ul style="list-style-type: none"> Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities | | | <input checked="" type="checkbox"/> |

GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, poverty, and English language learners | | | |
| <ul style="list-style-type: none"> Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap | | <input checked="" type="checkbox"/> | |
| <ul style="list-style-type: none"> Together with OSPI, implement the Required Action process for lowest achieving schools | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Work with stakeholders to assess the school improvement planning rules | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| <ul style="list-style-type: none"> Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE | | | |
| B. Advocate for high quality early learning experiences for all children along the K through 3rd grade education | | | |
| <ul style="list-style-type: none"> Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Promote early prevention and intervention for K-3rd students at risk for academic difficulties | | | <input checked="" type="checkbox"/> |

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION

| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|---|-------------------------------------|------------------|-------------------------------------|
| C. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary 21st Century world of work, and citizenship | | | |
| <ul style="list-style-type: none"> Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| D. Create a statewide advocacy strategy to increase post-secondary attainment | | | |
| <ul style="list-style-type: none"> In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies | <input checked="" type="checkbox"/> | | |
| <ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education | <input checked="" type="checkbox"/> | | |



| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| E. Provide policy leadership to examine the role of middle school preparation as it relates to high school | | | |
| <ul style="list-style-type: none">Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none">Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school | | | |
| F. Assist in oversight of online learning programs and Washington State diploma-granting institutions | | | |
| <ul style="list-style-type: none">Examine policy issues related to the oversight of online learning for high school credits | | <input checked="" type="checkbox"/> | |
| <ul style="list-style-type: none">Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE

| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| G. Provide system oversight and advocacy for math and science achievement | | | |
| <ul style="list-style-type: none"> Advocate for meeting the State Education Plan goals for improved math and science achievement | | | <input checked="" type="checkbox"/> |
| <ul style="list-style-type: none"> Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement | | | |
| <ul style="list-style-type: none"> Monitor and report trends in Washington students' math and science performance relative to other states and countries | | | |
| <ul style="list-style-type: none"> Establish performance improvement goals in science and mathematics on the state assessments | <input checked="" type="checkbox"/> | | |
| H. Strengthen science high school graduation requirements | | | |
| <ul style="list-style-type: none"> Increase high school science graduation requirements from two to three science credits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| <ul style="list-style-type: none"> Work with the HECB in requiring three science credits for four-year college admissions requirements | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| <ul style="list-style-type: none"> Consult with OSPI on the development of state science end-of-course assessments | | | |

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION

| Action Strategies | Policy Leadership | System Oversight | Advocacy |
|---|-------------------|------------------|-------------------------------------|
| I. Review state and local efforts to improve quality teaching and educational leadership for all students | | | |
| <ul style="list-style-type: none"> Provide a forum for reporting on teacher and principal evaluation pilot programs | | | |
| <ul style="list-style-type: none"> Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days | | | <input checked="" type="checkbox"/> |
| J. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving effective and quality teaching | | | |
| <ul style="list-style-type: none"> Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> Effective models of teacher compensation Equitable distribution of highly effective teachers, including those from diverse backgrounds Effective new teacher induction systems Effective evaluation systems Reduction in out-of-endorsement teaching Effective math and science teachers | | | <input checked="" type="checkbox"/> |